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ABSTRACT

Published criticisms that have been leveled against multicultural education in the United States are reviewed, and their implications for the field's development are discussed. The majority of critics either deem multicultural education too radical, or they argue that it is too conservative. Conservative critics usually argue that multicultural education lacks intellectual rigor, is not founded on sound theory, and does not address the real causes of underachievement by minorities. Many of their criticisms seem to arise from the unease white America seems to feel about its own future. Radical opponents criticize multicultural education for embracing an individual mobility more than collective advancement and structural equality. In answering both types of criticisms, multicultural education must assert itself as a shift in decision-making power in education away from dominant groups and toward oppressed groups. Supporting theory must be strengthened, and multicultural education must be sold to the general public if it is to succeed in effecting change. (Contains 129 references.) (SLD)

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